

LANGUAGE LABORATORY TO IMPROVE ENGLISH FLUENCY IN
PHARMACY TECHNICAL STUDENTS AT SENA PITALITO

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ABSTRACT

Key words: advantage, fluency, improvement, language lab, learning, practicing, speaking skill.

Learning English is a necessity in the today's world, from educational purposes to social ones, English language is one of the most important aspects when talking about any topic.

This research is going to collect some data of pharmacy technical students at SENA who count with a language laboratory, a very important tool for learning, so, this research proposal looks for understanding to what extent the language lab is helping them to improve their fluency when speaking. The key to this is the practical status that the language lab can offer them, the capacity to improve fluency by interacting and instant feedback.

A language lab as learning environment, counts with a set of advantages to enhance the learning experience into the educational community, so, these environments take advantage of different strategies routed to solve the problems that the traditional method of teaching and learning has. So, technology is a very important part into language labs and a huge advantage that offers us all the possibilities for learning, thus, technology can be applied into learning environments for enriching the process to make it an integral one that fills the learning requirements of those students and that way to improve their learning experience, the main goal of practical training, being even better than the traditional method.

This research is going to be developed following the positivist paradigm of investigation, leaded for a mixed method of investigation that will allow to understand some important factors of the way how the language laboratory is helping pharmacy technical students at SENA Pitalito to improve their fluency. The data was going to be collected by a survey to measure their perception towards the language laboratory as the tool for improving their fluency, an observation task to verify the way how those students take advantage of the language laboratory and a speaking test to determine the level of their speaking, fluency, and to determine whether their perspective toward the use of the language laboratory for improving in the target language are related with the real dimension of their speaking skill management, necessary data to identify the advantages of having language laboratories for learning a foreign language.

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CHAPTER 1

1. INTRODUCTION

Most of schools in Colombia do not count with appropriate places for learning English as a foreign language, arising a set of problems among the educational community that interprets this as a serious issue that affects, in a deep way, the possibilities for learning that students must have to ensure them an integral education. Despite the increasing problem as to the bad results in foreign language acquisition in students around Colombia (*Icfes, 2017*), those bad results are a clear sample of the necessity to implement reliable environments for learning and practicing a foreign language into schools. Until now, it seems not to have a real dimension of what language labs can do to overcome this learning obstacle, mainly, because of the lack of investment by government to implement these labs in the schools.

To learn a foreign language implies to carry out many aspects that assure quality in the process. SENA is an institution which offers English courses in both traditional method, and virtual one or WBI (*Web-Based Instruction*), and that is because online education plays a significant role in our society (*Khan, 1997*) and the current necessity of learning a foreign language (*Naved, Z. 2015*), is making that people focus their attention on this new trend in education. For this project I am going to see how an English lab can

contribute to improve fluency of pharmacy technical students, allowing them to put their knowledge into practice and learn each other by interacting with the accompaniment of a tutor who leads the process and give them the feedback, an aid that every student needs to learn the best way possible (*Marold & Haga, 2004*).

This project was focused on the huge importance that language labs had to improve fluency in foreign language of pharmacy technical students due, mainly because of the lack of these appropriate environments to strengthen their speaking skill. Thus, we focused on pharmacy technical students at SENA Pitalito, who took English as a foreign language course and hence took advantage of the language lab for learning through interaction and instant feedback (*Weiner, 1990*). I chose to work with students of SENA Pitalito, precisely because that is one of the few educational institutions which count with a language lab in my region.

To implement practical environments for English teaching and learning is a factor that determines whether the process is successful or not, because success on English language learning process depends on firstly, how well prepared the teachers are (*Clift, Renee. 1991*), and the practical status into the process, it arises as a language lab (*Rathore G. S. 2011*). Thus, these environments are necessary when learning a foreign language, at this case English language, in order to get the skills needed to get both fluency and confidence when interacting, *Yagub, Ahmed, Ahmed, Ali & Alawad, (2014)* point out that language laboratories provide interactive activities for speaking skill and develop

students' pronunciation, fluency, an important research developed to show the importance of language laboratories to complement the traditional method of teaching by practical and interactive activities that ease the process of English language acquisition.

1.1 Significance of the Study

It is reliable and valid the development of this research because this will benefit students as to their competences in the foreign language acquisition. We understand the necessity of having a suitable English lab to get a significant improvement on fluency when speaking of students who are learning English language.

The huge advantages that a suitable place for learning brings to English language students offering the accompaniment of a permanent tutor focused on helping them during the process (*Marold & Haga, 2004*), and receiving instant feedback, *Weiner (1990)* argues that through feedback, students can increase their learning and their performance.

This way, by having a practical element in traditional method in English learning, makes sense for students (*Sun, A., & Chen, X., 2016*). Language labs for learning is the tool which make possible to learn by correcting the mistakes from one another and considering the ideas of the educational community, that is what practical status while learning English language gives us (*St. Germain, E. 2011*), for their part, *Relan, A., & Gillani, B. B. (1997)* stress the importance of a proper classroom/lab for improving

speaking skill due to the failures of the classroom instruction, a proper environment to practice is necessary.

Important researches about the language labs recognize the positive impact of having suitable language labs for learning a foreign language offering the students the capacity of training the four skills of the target language, these labs have chipped in to improve the quality of learning in both traditional and WBI (Web-Based Instruction), thus, every school should have a language lab for learning and practicing a foreign language (*The Hindu*, 2006).

This project was based on the perceptions of English language students over the significance for improving speaking skill, fluency, that a language lab provides (*Aulia*, V. 2017). So, it was necessary to establish whether those students were taking advantage of that language lab because having a language lab means that it must be used to get any significant improving of speaking skill to overcome those practical problems present in the traditional method of teaching, *Rathore G. S. (2011)*, says that a language lab is the solution and a need when learning English language, specially, spoken English.

1.2 Statement of the Problem

The lack of a reliable place for English learning in most of the schools is a necessity to get that students have a practical training in the target language and can improve their

speaking skill because counting with a language lab the process of teaching and learning a foreign language tends to be better or easier because an important issue, a socio educational model essential aspect when learning a foreign language (*Gardner, 1989*).

Students who do not have access to a language lab for learning English cannot afford develop a conscious learning process, it lacks the practical aspect. The necessity of having a language lab for English language students affects their learning experience, it creates a gap between what students expect and what they really can get, from the viewpoint of the four skills of English language learning process. Thus, lacking a reliable place for practicing makes quite difficult to reach that students get fluent in English (speaking skill), aspect that cannot be supplied only text booking. *St. Germain, E. (2011)* states that leading your course material on a computer screen or a book does not make for a memorable learning experience. In the effect of learning environment on learner involvement and achievement by *Margaret B, Weber (1978)*, she recognizes the huge importance of suitable environment for learning because they allow students a better learning plus increase the students' motivation and confidence toward the topics or subjects, they are learning, the main goal of learning and teaching process.

The lack of a language lab for English language training is a problematic that affects the performance of the students because most of them approve the English levels at school without having a significant learning or increasing their management on

speaking skill, fluency, pronunciation, a serious concern because that affects their motivation (*Gardner, Lalonde, Moorcroft, & Evers, 1987*), and, when they face a course that is harder, or advanced, as to the content, the activities and so on, so, how will they be able to approach the activities they will have to develop? Some students have noticed the big problem that the lack of environments for practicing their speaking skill is carrying them out, truth be told, that has caused a huge learning void on some students who only work on the content that traditional method of learning offers them (*Aulia, V. 2017*).

1.3 Research question

To what extent does a language lab improve English fluency of pharmacy technical students at SENA Pitalito?

1.4 Objectives

1.4.1 General Objective

To develop practical activities into a language lab to improve the fluency level of pharmacy technical students at SENA Pitalito.

1.4.2 Specific Objectives

- To apply a set of practical exercises during five (5) sessions to identify the fluency level in English language of pharmacy technical students at SENA Pitalito.
- To ask pharmacy technical students about their perception toward the language laboratory over their English learning process.
- To assess the fluency level in English of pharmacy technical students at SENA Pitalito.
- To analyze the obtained data to determine the level in which the language lab is helping students to improve their fluency.

CHAPTER 2

2. THEORETICAL FRAMEWORK

- Language labs, types, uses and advantages when learning a foreign language

According to Cambridge dictionary, a language lab is a room in a school or college in which students can learn a foreign language by practicing to improve listening to and speaking skills. They are necessary to get that learners to have a good command over the target language for communication purposes, to sum all up, language labs are a very useful tool for learning (*Dr. V.K.Maheshwari, Ph.D., 2017*).

There are different types of language labs according to the learning necessities of the students, the context and other aspects, they all focus on the audio-lingual *method* (*Bocanegra Valle, A. 1997*).

✓ ***Conventional Laboratory:*** This is the “primitive” form of the language laboratory and has audio recorders as well as audio materials for learning.

✓ ***Lingua Phone Laboratory:*** this is almost the same as the conventional type of lab but with a modernization into its tools.

✓ ***Computer Assisted Language Laboratory (CALL):*** CALL uses the computer to teach any language.

Multimedia Hi-Tech Language Laboratory: this one refers to all kind of software focused on teaching a foreign language.

Using a language lab: these environments fulfil a very specific labor, to allow students learn a foreign language focused on speaking skill by practicing with the accompaniment of a tutor. Technology is also a very efficient tool to increase the quality of learning. That happens when students have virtual conferences or talks with foreigners who cannot be in the place but, thanks to the ICT's, students can interact via Skype or any other social media (*Dalton, 2011*).

Here some researches about language labs, the main aspects as well as the conclusions.

2.1 Practical training

Gutierrez M. (2016), in her research Language Laboratories, makes an important approaching to the significance of language laboratories as practical tools for learning and the necessity of learning a foreign language, English, by using these environments. The research was carried out considering the advantages that language labs have over Elementary students of Spain, establishing the difference between those students who count with a language lab in their schools and those who do not.

This research followed a qualitative line of investigation to point out the advantage of language labs for learning English language by practicing in elementary school students. After analyzing the low results in practical English language got by students who do not count with a language lab. The fact of lacking these environments for learning English, makes a huge gap among the school community. The main result was that the research proved the huge importance that practical training offered by language labs have over the improvement English language learning.

It is necessary to implement language labs from elementary schools because they have important benefits for students by strengthening their skills and give them better foundations to face the new challenges that secondary school and even the university will bring them. Practical training should be the main point over every school focuses on, we all know understand the necessity of improving the current school system, to avoid the

text-book method and move towards the educational excellence it means, to learn by practicing.

2.2 Improvement of speaking skill

In like manner, in her research, students' perception on the utilization of language laboratory for speaking performances (2017), Vivi Aulia studied the perception that second semester students of STKIP PGRI Banjarmasin, Indonesia had over their speaking development from the language laboratory.

The population for this research were 52 second semester students of STKIP PGRI Banjarmasin, Indonesia. They were divided into 2 groups, 27 students who had morning class and 25 students who had afternoon class. Aulia applied a mixed method of investigation implementing a questionnaire and a speaking performance test. The procedure was to question students about their personal perceptions about the utilization of the language lab in speaking courses. After that, the implementation of a speaking performance test will give a real dimension of the importance of counting with a language lab for improving speaking skill in those students.

This research showed that there was not a co-relation between students' perception over language labs and their performances in speaking skill, that is because of different external factors that make that a good perception about the utilization of a language lab by students does not represent a significant improvement in speaking skill. When we talk about students' perception over any topic, it is probably that the results are not the same

because the idea that we had over something, most of the time does not see reflected on our performance. That was an aspect that my research looked for establishing, whether the foreign language students' perceptions toward the language lab had a direct relation with their speaking performance.

2.2.1 The effectiveness of using language labs to improve students' pronunciation and communication skills

Pronunciation tends to be a very difficult part when learning a foreign language, there are lots of strategies focused on improve this aspect but most of them are related to interact with native speakers of the target language, in his research, Neethuanujan (2014), study on the role of language laboratory in learning English among secondary students, he identified the advantages of language labs to improve pronunciation and thus communication skills of secondary students of St.Mary's H.S.S, Pattom Thiruvananthapuram, Kerala, India, being 31 male students the population for this research.

He carried out the research by applying a qualitative method, a survey in which students had to answer some close questions to identify the pronunciation level of some students who had classes into a language lab and some students who only had text-bookings classes.

After the research, Neethuanujan (2014) concluded that language labs are the best tool for teaching and learning a foreign language because students are learning by practicing what allows them to increase their pronunciation, it means fluency while speaking a foreign language and thus, better communication skills, plus, language labs allow teachers can use a set of strategies, tools and mechanisms to enhance the entire process.

This study exalts the importance of language labs for learning a foreign language because through their practical elements for classes, students can enhance their pronunciation in a very effective way compared with the traditional method of teaching.

In The Effectiveness of using English Lab on English Language Students' Pronunciation at Mu'tah University from the students' perspectives by Safa'a Nahar Saleh Al-Hmoud (2014), he concluded that students have a significant improvement on speaking skill through the practical atmosphere that a suitable environment for learning can offer them, plus, they are more engaged in learning English when using a language lab to listen to and speak in the target language and that makes them more motivated toward their learning process.

To this, the population was all first- and second-year English language students at Mu'tah University in Jordan, the sample was 90 students, 48 males and 42 females. The research followed the qualitative line of investigation by asking students through a

questionnaire, their point of view about the effectiveness of English laboratory on English language pronunciation in Mu'tah University. The conclusions proved that when the students have the possibility of learning while interacting into the language labs by using the target language that is the best element to get a significant improvement on both students' pronunciation and improvement on the foreign language acquisition process.

2.3 Using language labs as learning settings strategy

Learning process involves a set of components, behaviors and strategies routed to make the process succeed. Language labs plays a significant role in the process of acquisition of a foreign language, Abdelaziz Mohammed (2016), in his studying The Role of Language Laboratory in English Language Learning Settings, shows us how important environments for learning English are to improve the way how students learn a foreign language, therefore, language labs for learning English language are good and require a set of strategies to complement its teaching capacity, it is necessary to have real interaction, face to face training to fill the void that e-learning cannot fill.

Abdelaziz Mohammed (2016) applied the studying among two groups of fourth grade Saudi students, each group had 27 students and used a descriptive and analytical approach studying previous literature about language labs. The studying was developed during the academic term 2015-2016, at the beginning, students took a pre-test and at the end of the study and after having classes in language labs, they took a post-test to check

their skills. He implemented tests about general English language to identify how well prepared those students were. After the studying and data analysis, an enormous difference between the results got by students in the pre-test and post-test because using a language lab really does the difference.

This studying demonstrated the huge benefits of having a language lab in schools to improve the way how students learn a foreign language and increase the possibilities of getting a better school system, that is because English, becomes one of the most important subject in any school and when there is appropriate environments to develop the classes and stimulate students toward their learning process, that increases their learning capacities and this way, a significant improvement of quality in education.

CHAPTER 3

3. METHODOLOGY

3.1 Research paradigm

This research follows the line of the positivists paradigm because this looks for improving English speaking of pharmacy technical students at SENA Pitalito who must take English courses by practicing that a language lab can give them, and because it is important that students think about the significant learning that a language lab will offer them (*The Hindu*, 2006).

So, the paradigm was feasible because we were studying a real problem with aspects that can be measured as the level of fluency of pharmacy technical students at SENA Pitalito and identifying the advantages of counting with a language lab to improve the failures as to fluency to speak that they may have. *Husserl, Schutz (1932)* stated that it is necessary to understand the phenomenon from the perspective of the actor, that is what my research pretended, to focus on the students' fluency to speak and the way to improve it.

3.2 Research approach

Tashakkori and Teddlie (1998) and Patton (1990) expose the importance of applying pluralistic approaches for social and educational research to have a deep understanding on the problem, so my proposal was focused on understanding the problem from different perspectives, from the students and teachers, thus, this research was carried out by applying the mixed approach because we were analyzing the fluency level of pharmacy technical students at SENA Pitalito, as well as the perspective of those students over the importance of the language lab for their learning process.

3.4 Type of study

This research was a descriptive study because through this, we want to explain influence of a language lab over the quality over fluency level of pharmacy technical

students at SENA Pitalito. This is because not many schools have these environments for learning that allow students to learn by implementing practical strategies, practical training. *Hurtado B., Jacqueline (1998)* talks about the importance of descriptive study in education to understand the phenomenon related to it allowing to take actions routed to improve quality of training as well as the entire process.

Descriptive study of investigation is a very important type of study applied to understand the main aspects of a phenomenon or specific characteristics of a studied population, this type of study can be used in both qualitative and quantitative researches (AECT, 2001). its studies aspects that can be measured and analyzed with the final purpose of taking some actions to solve the possible failures that may there was.

3.5 Population

This research was routed toward the pharmacy regency students at SENA Pitalito, who must take English courses to help them to improve their fluency through the implementation practical strategies into the language lab, it means practical training.

Most of those students live in the rural area of the nearby municipalities to Pitalito and that means that most of them, about the 85% of those students do not have the economic support to pay for additional English courses that may offer them a practical training, as some teachers advise them. These students were among 18 and 33 years old, there were more women than men, it is a sample that women were most interested on

learning a foreign language and that is a world trend according to several researches as to it which state that women were better than men at learning foreign languages (*Figueredo, K. 2014*).

An important fact that influence on learning a foreign language, is the different learning styles and necessities that students may have (*Cornett, C., 1983*), because we are all different each other, thus, these students have different learning necessities, different learning styles that need to be supplied, and a language lab is an environment in which teachers have the tools for applying different strategies routed to the different leaning styles and necessities of their students (*Dakin, J. 1979*).

To live in the rural area, they all had in common that did not count with a formal job. Men, most of them, worked as farmers, a few of them worked in the city's commercial field. As to women, some of them have children and some other are married and spent their time working at home. That did not depend on the age, there were both nineteen years old girls with children and thirty years old women who were still single, so there was no a specific tendency about it. Some of the women who did not have either children or spouse, have a part time job in groceries, pharmacies, hotels and even dental labs. That represents a clear view of the socioeconomic situation of those students of SENA Pitalito.

There were many differences among those students, but they all had a clear aspect in common, they wanted to learn English and thought that the language lab was the only way to get a real learning experience.

3.6 Instruments

This was a research led by a mixed method of investigation. The instruments to data collect I used for this research is the survey, a speaking test and an observation task.

A survey is a questionnaire in which the interviewer asks the interviewed both open and close questions, the application of these two types of questionnaire depends on what the research looks for (*Jackson, S.L. 2011*), for instance, I needed to know their perception toward their English learning process considering the use of the language laboratory, then closed questions can be the key, on the other hand, if I needed to check the advances as to the target language skills they've got during the process, open questions had been the best way to get it. As I had chosen to develop the mixed method for this research, then, the survey with either closed or open questions helped to have both qualitative and quantitative data, the ambivalence of this instrument.

Students perceptions toward the use of language labs for improving fluency on foreign language		
Questions	Yes	No
1. Do you consider the use of language labs can make the difference when learning a foreign language?		

2. Does the language lab offer the tools necessary for improving fluency?		
3. Is technology a tool for learning foreign languages?		
4. Is a language laboratory a necessary environment to improve fluency as well as the communication skills?		
5. Do you take advantage of the aids, resources and tools that the language lab offers?		
6. Do the language labs sessions last enough to get a deep practical training?		
7. Can you notice the improvement on your fluency during the process of learning a foreign language?		

Table 1. The survey

As to the speaking test, it is a practical instrument that allows interaction between a teacher or an interviewer and a student (*British council*), it is carried out in the target language and it is about any topic, the main idea of this is to check the level of that target language of the student as well as to identify his/her weaknesses and strengths. This instrument will help me obtain qualitative data, it means, the fluency level of the students, as well as their speech, their capacity to face a real talk in the target language.

The observation method is the commonest technique for research and offers a better perspective of the situations, the population and the variants that the researcher needs to identify (*KENPRO, 2012*).

To sum all up, I will ask some SENA students some questions about their perceptions about having a language lab for learning a foreign language. And the speaking test to verify if their perceptions agree with their fluency.

Activities to develop (work planning)

NUMBER OF SESSION	LEARNIN G GOALS	TOPICS	ACTIVITIES	COLLECTE D DATA
Session I (observation task)	To identify by an observation task the fluency level of the students, their strengths and weaknesses, as well as		To attend a common English class of pharmacy technical students at SENA Pitalito, take notes of the class, the topics, the way how they react	

	the vocabulary they know.		or interact during the class	
Session II (survey)	To ask the students their perception toward the language lab, whether they consider it is an advantage for learning English or not.		To develop the survey, 5 questions about the language lab, their perception toward the improvement of their skills in foreign language. <i>(Table 1)</i>	
Session III (Practice)	To verify the fluency level of students by asking random questions	Let's talk about ourselves	The best way to prove students' fluency is by an interactive class, asking questions	

	about different topics.		allowing them the possibility of answering them putting their skills into practice.	
Session IV (Practice)	To talk with a foreigner.	How is your place?	Taking advantage of technology, students will have a talk with a foreigner.	
Session V (To assess)	To apply the speaking test and hence, to evaluate their fluency in English language	What we saw on the previous sessions	An interactive talking in which students will talk about themselves, their plans, their perspectives toward their	

			future and ideas that they may have over the current world	
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CHAPTER 4

4. STUDY

4.1 Description of the context of the research

This study was developed at SENA Pitalito, a very important public institution that offers several technical programs of education and the study was carried out with the pharmacy reGENCY students, third period, 21 students whose average age was 24 years old, 11 men and 10 women, what means that women represent the 47% of the population.

Most of them were workers, it means that they had a part time job which help them to pay for their costs during their academical training.

4.2 Description of the corpus and data collection

The process of data collection was carried out by applying three different instruments, they were an observation task, a survey and a speaking test, this all to ensure the data was the most reliable possible.

Table 2. Work planning

The first mechanism of the data collection ones mentioned above that was implemented was the observation task, for this, it was necessary to attend an entire English class, staying behind the students watching their behaviors, the attitude toward the class, their participation, whether they asked questions or not, whether they took advantage of the tools that the language laboratory offers them. It was quite interesting to see how interested those students were toward the class, they were very active and with a full disposition toward the class. Taking some notes, as well as some photos of it, shown in the appendix.

I considered necessary to do the research proposal to give a real status of the language laboratory as a tool for improving fluency in students then, when evaluating the pros and cons, and the methods for data collection to have the best focus possible on the topic, so, the observation task would allow me to see in a very deep way how these environments for foreign language learning process are an effective, practical and motivating tool for learning.

The survey was the second data collection tool implemented, it asked the students some aspects about their perspectives toward the use of the language laboratory as a tool for improving their fluency on English language. It was applied in the third session, two days after the application of the observation task, the survey was written in English to verify their reading comprehension too.

Once there, a brief explanation was given to them about the activity they went to develop, then, the next step was to give them the survey. These students were quite excited about the survey, in fact, the activity was funny for them because they read each question

aloud. When the survey was finally filled in, I proceed to ask them each question, and this way to compare each one answers.

We had a talk about this process, they told me the advantages they see for counting with the language laboratory for their learning, the advantages of technology and the disposition of their teacher on their fluency improvement.

The survey was a very efficient mechanism to understand the mind of these students about the importance or not of the language laboratory for improving fluency, as well as a tool that reinforces the whole learning process.

The third of the mechanisms for data collection that was implemented, was the speaking test, a very important tool for measuring the effectiveness of language laboratories, a crucial mechanism to verify whether the perceptions that students showed on the survey toward the English laboratory as a tool for improving their fluency was in agreement with the reality, it means, if those students who considered that the language laboratory offers them the necessary tools to improve their fluency, they were good at speaking in English and their fluency was better compared with those students who said that the language laboratory was not a reliable tool for improving this aspect.

At the beginning of the class, students were notified about the exercise they were going to do during that session, a dialogue between two students, they had to prepare a

speech, there were different topics to choose, so, they had to pick up one and develop it with his/her classmate. So, I asked them to gather into pairs and prepare the dialogue they had chosen.

After five minutes, when they were ready, we proceed to start with the activity. These students showed very interested and their participation was excellent, of course, there were both students who really did a very great job and who did it well but it was evident that they lack a bit of practice, and that was the point, to exalt the benefits of the language laboratory, compare the perceptions toward the language laboratory for improving fluency of the students with their performance while putting their fluency into practice, whether both were directly proportional or not.

These students told me they were used to that kind of activities, their teacher did several practical classes in which they had to talk about different topics, of course, taking advantage of the tools that the language laboratory offers them. Some students told me that in several occasions, they must make expositions by using a smart board, an interactive technological tool which the lab count with.

I was taking notes during the activity and after each dialogue, I made some observations to the students, some spelling mistakes the had made as well as some very good things the made too, not only their fluency but aspects as their confidence to speak, their pronunciation, the vocabulary management and their capacity of solving problems when speaking in a foreign language. Of course, the students did their best, a clear sample

that the language lab, counting with technological aids and practical training can do great things on those students.

4.3 Research tools used for the analysis

My research was centered on the importance of language laboratories for improving fluency in foreign language students, so I took advantage of the technological aids that the language lab at SENA Pitalito offered me. I used a laptop that the teacher allowed me to use to use excel, as my statistical software, as well as the video beam to show some parts of my sessions.

The most useful tools for me during the process of collecting data at SENA, were my camera which I took random photographs of every step of my research such as the observation task, the survey and the speaking test. And the other tool I used the most, was my book note in which I wrote every aspect I went seeing during my sessions, this tool was very useful because it allows me to have very important information of every moment so that, after the sessions I could extract those notes and build my paper. Something interesting of this tool is that many teachers, according to my observation, were not implementing it, most of them used their laptops or even, their smartphones to take notes of their daily labor, a sample that technology is here as a tool that optimizes any process because there are too many application for any activity we are doing, those apps show us the step by step of any process increasing the capacity of the people who develop x or y task, at this specific case, the teaching labor.

4.5 Description of the research plan

First of all, this project was thought basing on the question, what is doing technology for improving the learning process of foreign languages? Then, after seeing how everyday more schools counted with these environments named Language Labs, I thought about the importance of these environments for improving the practical training when learning foreign languages. I was reading several previous researches about language labs as tool to improve the four skills, my initial idea, but after thinking about it, I realized that it was necessary to focus on one single aspect, -why not fluency? Then my research project gave a spin, and everything went toward understand the real implication of language labs over the fluency of foreign language students and their perspective toward these environments.

Since the initial idea of the project, it has had several changes as to the main objective, the application, the population, as well as the tools for data collecting and this all due to several variants that were always changing the main plans of the project.

The research proposal had several changes, as it was mentioned above, there were too many aspects that made me redo my proposal until I could, with the help of my assessor, redirect my research proposal toward language laboratories for improving fluency of foreign language students, as well as the perception of those students toward these environments for their learning process, whether they consider that language labs are useful or not.

The idea arose when I was doing my pedagogical practice in high school, a public institution located in Acevedo, my town. There I could see how many flaws those students had in English language. They counted with a language laboratory, but they did not use it correctly they did not take advantage of the tools and aids that the environment offered them, I think that was because of their teacher was not interested on the environment. This teacher's thought reflected the failures of the school system that is not doing its best for improving the process of learning foreign languages, in fact, our school system is failing in almost all its curriculum.

Continuing with how the idea of the research arose, I talked with some of those students, I asked them what they thought about that language lab and the benefits of it over their learning process, some of them responded that the language lab was a great tool, but they could not understand why their teacher was not giving an appropriate using, other students told me that they did not see any benefit of that environment for their learning process. So, this situation started rounding in my head, thinking of those students who disagree with the idea of using language labs as a tool for improving their fluency and what if these environments for learning are not well seeing for both students and teachers, what if those students' perceptions are directly related to their low quality in English language?

When this question started rounding me, and as a future English teacher, I decided to focus my research proposal toward these environments as tools for improving the quality of education, talking about foreign languages learning process, approaching it from previous studies as to it as well as the educational community perceptions.

Then I compared the different ideas I had for doing my proposal and hence, my research project and apply it, I decided to focus on a single aspect, fluency, but why fluency? Well, this is because our school system lacks a practical element, talking about the process of learning and teaching foreign languages, and language laboratories are that feasible solution to that educational flaw. I consider education must be an integral process that includes both a theoretical and a practical element in equal parts, it means that a class must turn into these two elements to ensure the students are going to be able to talk or write about any topic they see in the classroom, as well as put it into practice (Vieira Abrahão, 2019).

After defining the institution I was going to develop the research project, I looked for the participants, I wanted them to be in a middle academic period, so, pharmacy technical students who coursing their third academical period were the ideal population, and that because they already had enough experience with the classes into the language laboratory, so, they had the skills and knowledge I was looking for. During the explanation of how the project was going to be carried out, they all were quite attentive to the process and put all their attention to what the project would be, the same when it finally started. So, I can say the participants were the accurate population for doing the research.

The research is a mechanism that besides to study a phenomenon, can also be taken as a guide to improve some aspects, at this case, during the development of my research project and after analyzing the obtained data, it is evident that there are some aspects that must be taken into account to improve, for instance, it is necessary that both teachers and students understand the huge importance of language labs to improve quality in education, when learning foreign languages, that because I could notice that, most of students do not

know how valuable is that possibility, they have for counting with that environment for learning, they do not use it and waste their time doing anything but putting the necessary attention to their learning process into the language lab. I mentioned that despite the teachers do whatever to make the students understand or participate during the class, that does not work when those students are not motivated toward their learning or even the environment that offers them that possibility.

Then, it is necessary to increase motivation of students, to make them use the language lab in an enriching way, make them know the advantages of that environment and encourage them to take advantage of this tool. Plus, something quite important is the fact of the use or application of the new technologies, we all understand the huge influence of them over anything nowadays, we use technology for almost everything we do daily, then, that is a factor in favor of language labs that can be taken as a “hook” to increase their motivation and hence their learning. This is an action that can be implemented in the short term because students do not need more, they only need a bit more of commitment and disposition to learn, because the language laboratory already has all the tools necessary, the teacher are highly qualified, so, it is almost done.

I mentioned motivation as a factor to improve among students, this because I could perceive during the sessions there and of course when analyzing the data from the three methods of data collection. The sessions were practical ones, that way because that is the main objective of these environments, learn by practicing, allowing the students the possibility of learning while interacting, so we did a role play to verify their knowledge, a speech to evaluate them as well as a survey in which they could express their minds toward the language labs over their learning process. So, my participation during the process was

focused on the practical element in education, did an observation task from the perspective of both students and the teacher to identify the aspects that the process encloses and to have a better perspective of the whole process. This way helped me to approach my point of view to the real process of learning and teaching, to understand the variants that can exist into the language laboratory compared with the ones that a typical classroom has.

CHAPTER 5

5. RESULTS AND DISCUSSION

During the study at SENA Pitalito, there were different factors that allowed an accurate development of the whole activity, for instance, the complete disposition of both teachers and administrative ones, as well as the active participation of students who were quite interested on the activities and the methodology implemented.

The results obtained show different aspects as to the use of English laboratories for improving the fluency when learning a second language, at this case English language. So, I am going to expose each one of the instruments for data collection with their respective results

5.1 Survey

Students perceptions toward the use of language labs for improving fluency on foreign language		
Questions	Yes	No
1. Do you consider the use of language labs can make the difference when learning a foreign language?		
2. Does the language lab offer the tools necessary for improving fluency?		
3. Is technology a tool for learning foreign languages?		
4. Is a language laboratory a necessary environment to improve fluency as well as the communication skills?		
5. Do you take advantage of the aids, resources and tools that the language lab offers?		
6. Do the language labs sessions last enough to get a deep practical training?		
7. Can you notice the improvement on your fluency during the process of learning a foreign language?		

Table 3. Survey

5.1.1 Results

These are the whole results of the survey, there are important data that proves the influence of language laboratories over the perceptions of the students, compared with their management, their fluency when speaking in English.

Questions	Yes	No	Yes	No
1	21	0	100%	0%
2	20	1	95%	5%
3	21		100%	0%
4	19	2	90%	10%
5	16	5	76%	24%
6	18	3	86%	14%
7	16	5	76%	24%

Figure 1. Results of the

survey

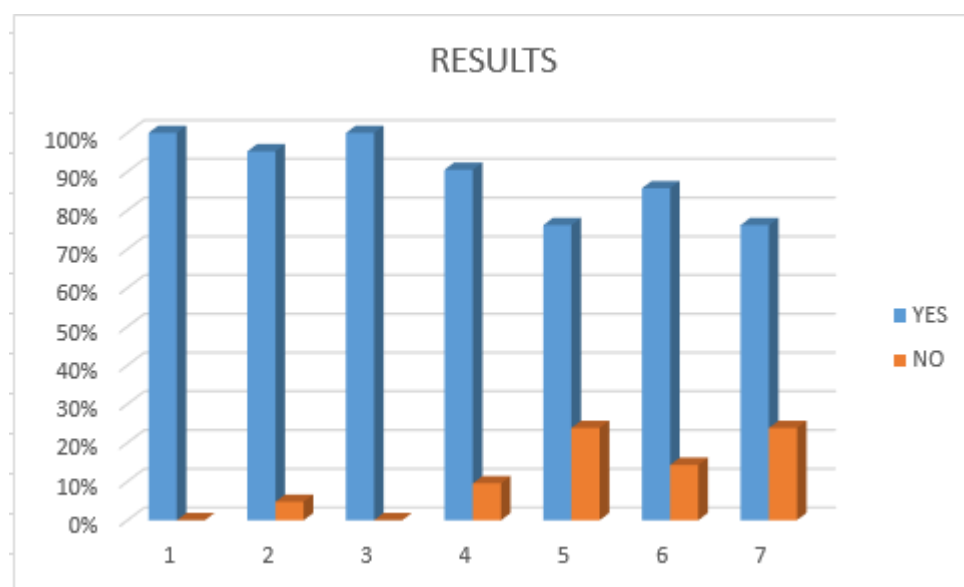


Figure 2. Graphic of the results

This survey was developed during a class into the language laboratory, the population was twenty-one (21) pharmacy regency students, as you can see, they all consider that the language laboratory is a very effective tool for learning foreign languages, English, at this case.

There were some variants as to the perceptions of some students and their management while using the language lab, for instance, a deep analysis of the data obtained from each one of the students, and each one of the questions showed this.

The student number 3, student A, said YES to the first question, however, this student marked NO in the fourth and fifth questions, questions that were directly related

to the first one, plus, this student marked YES in the last question, the one that asks about whether they can perceive their own improvement during their language learning process into the language laboratory. A case that shows that the perceptions of many students disagree with their management or improvement when using the language laboratory. (Appendix Figure 1.)

Another example, the student number 13, student M, answered YES to all the questions, but when comparing his answers with his performance during the speaking test, it was evident that his perception toward the language laboratory was not related to his improvement in fluency when speaking in English. (Appendix figure 2.)

Here we could see that students' perceptions over the significance of language laboratories to improve their fluency was not directly related to their performance, with their improvement (*Aulia, V. 2017*). And this student was only one of the students who responded YES to all the questions, it means the sixty-two percent (62%) of the students had a very favorable perception over the language laboratory, but the results got during the speaking test revealed that their good perception does not mean that they were taking advantage of the language lab, let alone, getting a significant improvement as to fluency.

5.2 The observation task

For this method of getting information, I attended some classes into the language laboratory with different groups at different hours in the morning. That was a very important aspect because I could see by myself how useful the language lab was for those students.

Guidelines of the observation task: The students received a theoretical class, it lasted between ten (10) or twenty (20) minutes. During that time, the teacher made a deep explanation of the topic they will see in the class, they had the chance of making questions and that way they could clarify some doubts. After the theoretical class, the teacher proceeded to use the technological tools available in the room, such as laptops, a video beam, as well as an interactive board which allowed them to access the different aids and applications they had in their laptops.

Some students did not understand when the teacher talked to them in English, some of them got confused but made questions, what was quite effective because the teacher explained them clear and slowly so the students could understand the main idea and this way to continue with the class. Some students did not understand but did not even make questions, I noticed they were as confused and unmotivated toward the class at the same time, no advances saw in the horizon.

It was noticeable that those students who asked questions during the class, had a significant improvement as to their knowledge, vocabulary getting and fluency, they could

improve the pronunciation of some words due to the instant feedback got from the teacher, on the other hand, the students who kept quiet did not show any improvement, it was clear that the best way to learn is by practicing, through the interaction, by asking questions.

Then, those students who participated actively during the class, had a better performance, were the students who had the best results in the speaking test, a very important evidence that participation, make questions and interaction are a crucial factor that may influence over fluency in students. This exercise was very interesting because both the students and their teachers showed the real way in which a typical class occurs.

5.3 The speaking test

After attending a class, I proceed to develop a speaking test in which students had to put their fluency into practice, of course there were some topics that they, into pairs, had to choose one to develop a speech. It was quite exciting because they were all motivated toward the activity and their participation was very active. This activity was a very important way to explore the fluency got by those students who were used to this type of activities and taking advantage of the technological tools that the language laboratory offers them.

We all know the importance of learning by practicing, well, these students have it clear, they understand the necessity of practical activities to put their knowledge into

practice and this way to learn with a very important aspect, the feedback that they receive from their teacher and even from their own classmates. This is an aspect I had forgotten, feedback is a very crucial element that the practical training offers us, the possibility of learning by correcting our mistakes, that could be considered as one of the most important benefits of when learning a foreign language and the speaking test I developed with the students, was a an opportunity of applying this element, instant feedback, and it was curious to see how the students corrected each other their mistakes.

As any activity, it had to be measured considering some aspects according to the general form of this kind of activity, so, in the speaking test, being an oral activity evaluated the following aspects: fluency, grammar (structure of the sentences), communication skills, content, vocabulary and pronunciation.

For instance, there was a total of fifty points (50) for the whole activity and each one of the items mentioned above measured ten (10) points, it means that one student who did a good job as to pronunciation, would get 10 points, but if another student did not do it as well, he would get 5 points of the 10 possible, or less or more, depending on how well he did it. Here the scale that represents the real value of the evaluated items: 1-2= Necessary to improver; 3-5 = acceptable; 6-8 = very good; 10 = excellent.

5.3.1 The rubric:

<i>Items</i>	<i>9-10</i>	<i>6-8</i>	<i>3-5</i>	<i>1-2</i>	<i>Score</i>
	<i>Excellent</i>	<i>very good</i>	<i>Acceptable</i>	<i>Necessary to improve</i>	<i>obtained</i>
<i>Fluency</i>	The student expresses him/herself easily and clearly	The student expresses him/herself easily and clearly but does some pauses while speaking	The student has some difficulties to express her/himself and the message is not clear	The student does not express him/herself correctly, the message is not clear, does too many pauses when speaking	
<i>Grammar</i>	Uses the grammar structure and the	In spite of does a good job, hi/she	The student has some difficulties to identify	The student does not apply the verbal tenses,	

	verbal tenses correctly	gets confused with some structure s and verbal tenses	the grammar structure of some verbal tenses	let alone their grammar structure
<i>Communi- cation skills</i>	The student makes questions over the topic and the communi- cation is very fluent	The student makes questions over the topic, but the communi- cation is paused, it lacks confiden- ce	The questions made by the student are not clear, the communicat- ion is poor and understanda- ble	The student does not make questions, does not answer the ones that the partner makes him/her, there is not a suitable communicati- on
<i>Content and</i>	Talks about the	Talks about the	Only respond	Talks but not about the

<i>Vocabulary</i>	topic	topic but	what his/her	topic, does
	previousl	dos not	partner	not give new
	y chosen,	give new	asks, not	ideas, the
	motivate	ideas,	contribute	vocabulary
	s his	applies	to the talk,	used is poor
	partner to	the	does not	and does not
	continue	vocabula	give new	make sense,
	the	ry learnt	ideas and	does not
	speech,	in the	the	respond to the
	give new	class	vocabulary	questions
	ideas,	most of	used is poor	made by
	uses the	the times,		his/her
	vocabula	explains		partner
	ry learnt	new		
	during	concepts		
	the class	but not as		
	and	clear as it		
	explains	should be		
	new			
	concepts			
<i>Pronunciation</i>	The	The	The student	The student
	student	student	has	cannot
	speaks	speaks	difficulties	pronounce

clearly,	clearly	to	any word, let
almost	but	pronounce	alone a full
not make	makes	most of the	sentence and
any	some	sentences,	have no idea
mistake	mistakes	the	about the
and	and have	pronunciati	pronunciation
applies	minimal	on rules	rules
the	difficulti	managemen	
pronunci	es to	t is bad	
ation	apply the		
rules	pronunci		
	ation		
	rules		

Table 4. The rubric

The results of this activity showed that in general, the students were not good in fluency when speaking in English, if we compare the results got with the survey, we can see that students perception toward the language laboratory was not related to their performance, this was because the results of the survey were favorable in more than the sixty percent (60%), on the other hand, the speaking test had a low percent in the scores obtained.

<i>Items</i>	<i>9-10</i>	<i>6-8</i>	<i>3-5</i>	<i>1-2</i>
	<i>Excelle</i>	<i>very</i>	<i>Acceptabl</i>	<i>Necessary to improve</i>
	<i>nt</i>	<i>good</i>	<i>e</i>	<i># of students</i>
	<i># of</i>	<i># of</i>	<i># of</i>	
	<i>student</i>	<i>student</i>	<i>students</i>	
	<i>s</i>	<i>s</i>		
<i>Fluency</i>	7 (33%)	8 (38%)	3 (14%)	3 (14%)
<i>Grammar</i>	6 (28%)	5 (24%)	9 (43%)	1 (5%)
<i>Communica</i>	5 (24%)	5 (24%)	8 (38%)	3 (14%)
<i>tion skills</i>				
<i>Content and</i>	7 (33%)	6 (29%)	6(29%)	2 (9%)
<i>vocabulary</i>				
<i>Pronunciati</i>	8 (38%)	2 (9%)	7 (33%)	4 (19%)
<i>on</i>				

Table 5.Results of the speaking test

The results of this activity shows that less than the middle of the students did a good job in each one of the items proposed to be evaluated, being pronunciation which got the most significant result with eight (8) students who did it excellent, however, it as the item which got the most failures into students, four (4), this means that there are an ambivalence among the items which were evaluated.

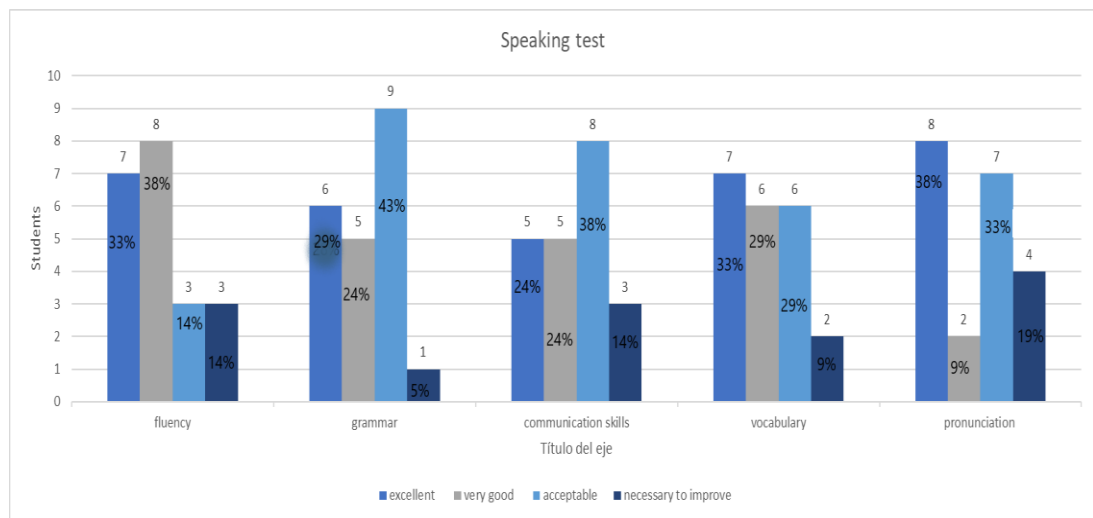


Figure 3. Graphic of the results obtained in the speaking test

This is the graphic that shows the results of the whole activity, the four (4) items and their respective results. I want to highlight the item Fluency, because it is the one in which students had more difficulties, the worst performance.

As the graphic explains, in fluency only the 33% of the students did it excellent, and the 14% really needs to improve because their performance was bad, what makes to arise a serious concern, something was wrong either language laboratories or the lack of student's motivation to take advantage of these environments.

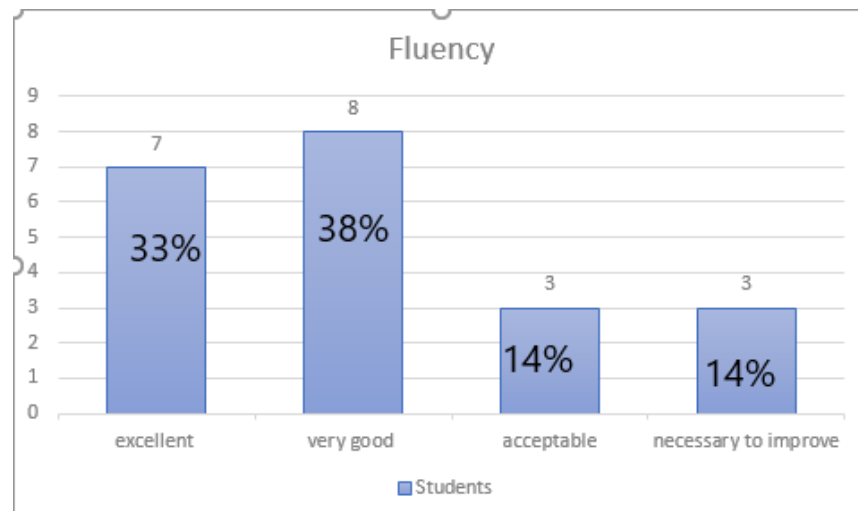


Figure 4. Fluency, results of the speaking test

Then, the 28% of the students did not a good job, a serious concern keeping in mind that the results of the survey glimpsed a better panorama.

But in spite of the low scores got by these students, to compare the results in fluency with the ones got by the students of the high school where I did my pedagogical practice, it is notable the huge difference between these two populations because at the high school there is not a language laboratory, an aspect that might make the difference in students fluency when learning foreign languages, one of the aspects that this research looks for determine.

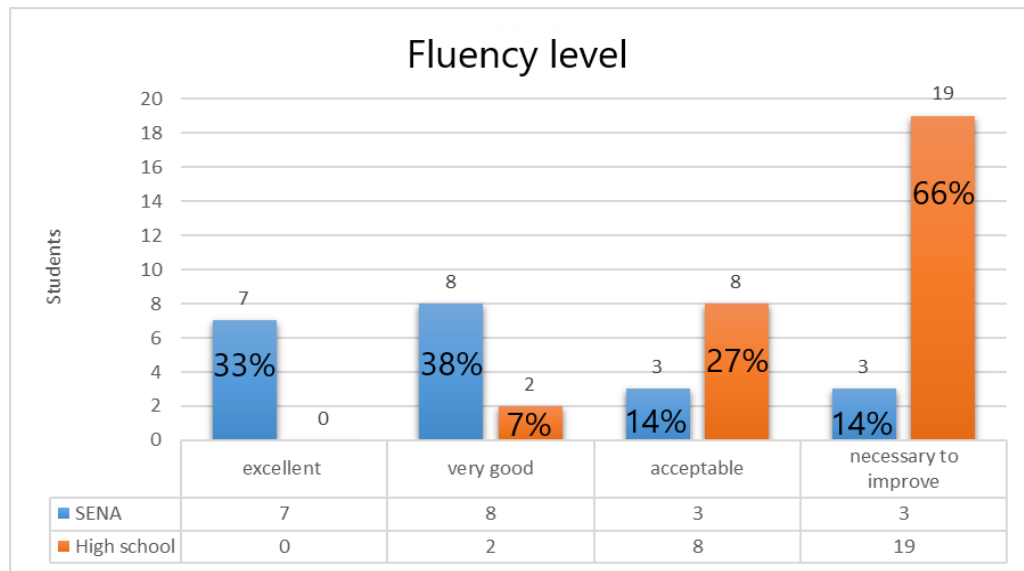


Figure 5. Fluency of SENA students Vs. High school students

Following with the student A, the results got from the speaking test and from the survey showed an agreement due to this students said he did not take advantage of the aids and resources that the language lab offers for improving his performance when learning English, and said that the language lab was not a necessary environment for improving communication skills, well, his performance during the speaking test was not the best, what revealed that he was not taking advantage of the language lab, hence, his performance had a low score.

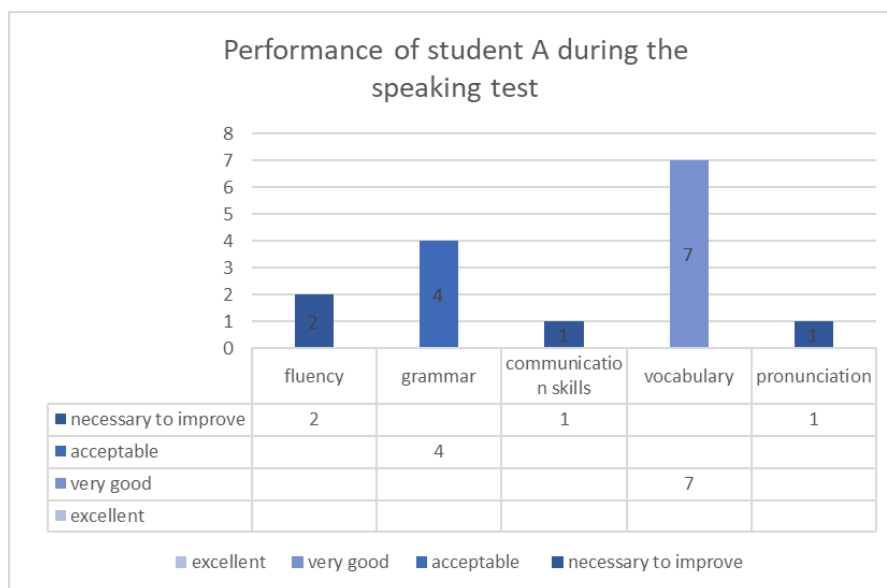


Figure 6. Results of the student A

Very notable that his performance was bad, the four aspects which were evaluated, they all had low scores, it seems to be a trend into this group, only few students did a good job and their performance could be better. On the other hand, the student number 13, student M, marked YES to all the questions of the survey, it means that both her perception toward the language laboratory and her positive thought toward the improvement got thanks to the use and exploitation of this environment for learning and the results obtained from the speaking test showed a huge difference.

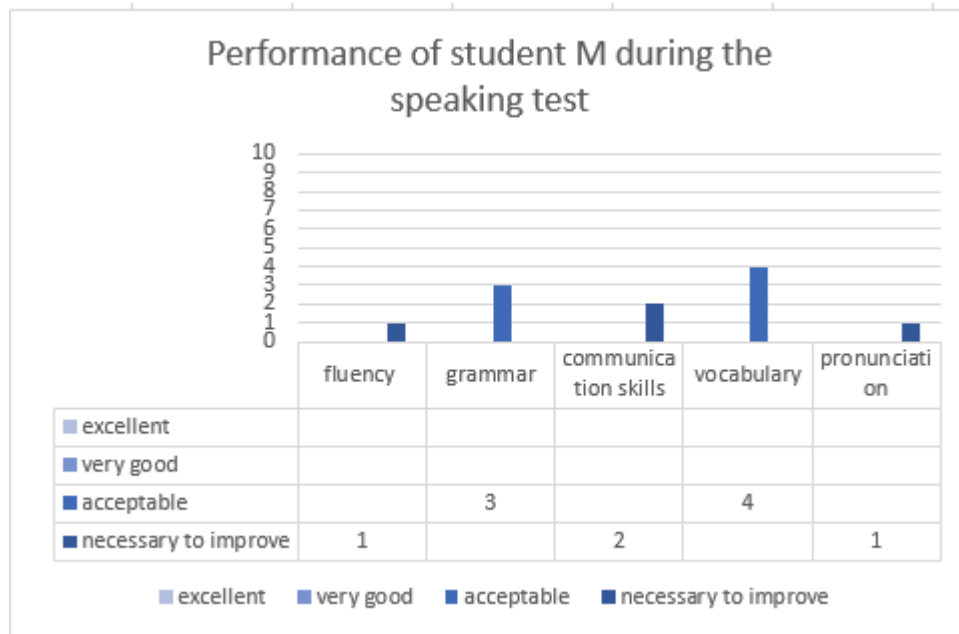


Figure 7. Results of the student M

After applying the three methods of data collection, the results were according to the previous studies about this topic, that the perceptions of students toward the language laboratory as a tool for learning and improve fluency was good and this disagree with the management showed by those students.

CHAPTER 6

6. CONCLUSIONS

This study allowed to see in a deep way how useful is a language laboratory for those students who are learning English language as well as their perspectives toward the advantages of these environments and their personal optical view over technology for learning languages.

In spite of the importance of these environments for learning foreign languages, it was quite notable that it lacks that the educational institutions implement the use of language laboratories, well, almost all the high schools count with these tools, but most of them, most of their tools are not being well applied, as I could notice, it was because of the closed vision of some teachers of English language who consider language laboratories do not offer a real learning experience, this perception was due to most of those teachers were not used to technology as a tool for learning and teaching process, the same with their students, and it is there when it is necessary that teachers understand the advantages of these environments and transmit it to their students, and this way they can have interactive classes in the language labs, a better, motivating and enrich the learning experience.

My research project looked for seeing the benefits of language laboratories as a tool for improving fluency on students of foreign languages, as well as if the perception of those students toward these environments, were directly related to their performance when putting their fluency into practice or not. It was clear that they both, perceptions of those students and their performance were no related since the point of view of the data collected, the results showed that most of them have a very good perception toward the use of these environments, they recognize the advantages and benefits that the language laboratory offers them, but when compared the results got from the speaking test and the survey, there were a significative difference, for instance, the first question of the survey asks them about language labs, whether they make the difference when learning foreign languages or not, and the students, they all answered YES, it means that they understand the benefits of language labs, but the speaking test showed that they, most of them, were not taking advantage of these benefits that the language lab gives them.

Reviewing the results, it arises a clear necessity of implementing these language labs from school, this fact will ensure that the performance of students, more specifically their fluency, will be better than the one they have currently. So, it is imperative that schools implement the use of these environments, it is not easy because it costs too much and our government does not do a deep effort to establish them into every school, but, if the English teachers change their mind toward the importance of improving the quality in education, the fact that students can explore the foreign language in a more practical way and that this aspect will improve the students' performance when speaking that foreign language, this would be the starting point for making possible that language labs are an

imperative environment of every school. This all it was because what I could see at the high school where I did my pedagogical practice.

I have exposed what it could be implemented in the middle and long term, but for better results, and to ensure the practical training keeps increasing and this way the quality in foreign language training, it's necessary to take advantages of practical classes, of course, applying technological tools, this all routed toward the improvement of the way how students learn and practice becomes an important part of the whole learning process, which is mostly based on theoretical part.

To what extent does a language lab improve English fluency of pharmacy technical students at SENA Pitalito?

I Must say that the language laboratory at SENA Pitalito has very important elements to be a great tool to improve fluency in students of English language, and in spite of the students have a good perception toward this environment, it seem they are not taking advantage of the tools that the language laboratory offers them, it means that I could not see a significant improvement in fluency among these students.

The results obtained from the speaking test and the survey are very important to identify the failures that the process of learning may have when counting with the language laboratory, both the students' perception and their fluency tend to go in different roads. Of course, in spite of the low scores obtained by the students during the speaking

test, these results are so much better than the ones got by students who do not count with a language laboratory at their school, that was I could perceive to compare students of SENA fluency level and the fluency level of the students of the high school where I did my pedagogical practice.

Students of SENA who do count with the language laboratory, had better scores in fluency, compared with the students who do not have a language lab at their schools, it proves that these environments for learning actually do the difference as to fluency in students, and of course, in spite of the results of pharmacy technical students were not the best, as the graphic number 4 exposes, only 7 students, the 33% of the population s, did an excellent job, and it does not mean that they are done with the task, that means that there are too many aspects to take into account in order to improve their skills and to increase their learning experience to get that it sees reflected on their scores, in their management when speaking in English language.

Language laboratories are a very important tool that can do a huge difference when learning foreign languages, but counting with them do not mean that everything is done, it is necessary that both teachers and students recognize the importance of these environments and use them correctly, exploit them and receive the benefits of these environments that are a transformation of the way how students learn foreign languages thanks to the fusion between technologies and learning, an useful way to improve education quality.

The purpose of the research was to verify to what extent a language laboratory improve fluency in students, for this it was necessary to implement different methods of data collection to obtain information, analyze the results and compare them with previous studies about it, and most of the studies this research was based on, mentioned an important aspect as to language labs, that was the perceptions of students toward these environments, and the idea that a high or favorable perception of students, does not mean a high fluency management or a good performance when speaking the target language.

This research proved that the language laboratory is indeed a very important technological tool for learning foreign languages, and after comparing the fluency level of students who count with this environment for learning with the students whose institution where they study do not have a language lab, there is a huge difference, those students who count with a language lab had better results in fluency and the students who do not have a language lab for learning, had the lowest scores in fluency. However, due to some factors, many students at SENA were not giving an adequate use of the tools that the language lab offers them, hence, their fluency is not having a significant improvement, the results got from speaking test proved that.

To sum all up, language laboratories are an innovating environment for learning which mix technology and traditional methods for education, this all routed toward the process of learning and teaching foreign languages that can influence in the improvement

of many aspects when learning foreign languages, but some students did not recognize the importance of counting with these environments and were not taking advantage of them at all, that was reflected on the poor results obtained from the speaking test, but there was something good, the fact that they, students, were interested on improving their skills and after seeing how lucky they were for having that tool available, they are going to give a better use of it and will improve their skills.

My study will be a key to take some actions into the language laboratories routed to increase the participation and exploiting of the language labs by students seeing the possibilities of improving their skills thanks to the accurate use of these tools. So, it is necessary that teacher work on awareness campaign to make students know the advantages of a correct use of the language labs, added to a set of strategies in which students can interact in a more efficient way with the tools that the language laboratory count with.

As to the general objective, to develop practical activities into a language lab to improve the fluency level of pharmacy technical students at SENA Pitalito. It was a successful one because I could implement practical lessons in which students could put their fluency into practice, they could explore new vocabulary and increase the management of their skills by developing role plays and speech in which they had to interact and talk about different topics previously chosen by themselves.

About the specific objectives, I applied a set of practical exercises during five (5) sessions to identify the fluency level in English language of pharmacy technical students at SENA Pitalito, as well as asked students about their perception toward the language laboratory over their English learning process through a survey which showed very important results that were compared with previous studies to identify whether both had or not concordance. As well, another of the specific objectives was to assess the fluency level in English of pharmacy technical students at SENA Pitalito, by implementing a speaking test, a practical activity in which the students had to prepare a speech according to some topics previously chosen, they had to apply new vocabulary related to the topic.

The other specific objective was to analyze the obtained data to determine the level in which the language lab is helping students to improve their fluency, an important step because after analyzing and comparing the data obtained, the conclusion was that the language laboratory, indeed, is a very important tool for improving the way how students learn foreign languages but, students at SENA Pitalito were not doing a good use of that environment, however they, most of them, have a good perception toward the importance of it for improving their learning but it is necessary to increase their participation into the language lab, or their commitment over the huge advantages they have for having that tool available for enrich the way how they are learning, this because there are not many environments like that in this region.

Something important of this practice, was the possibility of evaluating some aspects of the process of learning a foreign language from the perspective of technology, because this is a fact that is getting stronger daily in all the fields of our society, then, technology for education is a fact that we cannot overlook.

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7. APPENDIX



Photograph 1. Evidence of observation task



Photograph 2. Evidence of the observation task



Photograph 3. Evidence of the observation task



Photograph 4. Evidence of the survey



Photograph 5. Evidence of the survey

Name: _____
 Program: _____
 Date: 12-11-2020

Students perceptions toward the use of language labs for improving fluency on foreign language

Questions	Yes	No
1. Do you consider the use of language labs can make the difference when learning a foreign language?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the language lab offer the tools necessary for improving fluency?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is technology a tool for learning foreign languages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is a language laboratory a necessary environment to improve fluency as well as the communication skills?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Do you take advantage of the aids, resources and tools that the language lab offers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Do the language labs sessions last enough to get a deep practical training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Can you notice the improvement on your fluency during the process of learning a foreign language by using the language lab?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Photograph 6. Survey by student A

Name: _____
 Program: _____
 Date: 13-11-2018

Students' perceptions toward the use of language labs for improving fluency on foreign language

Questions	Yes	No
1. Do you consider the use of language labs can make the difference when learning a foreign language?	X	
2. Does the language lab offer the tools necessary for improving fluency?	X	
3. Is technology a tool for learning foreign languages?	X	
4. Is a language laboratory a necessary environment to improve fluency as well as the communication skills?	X	
5. Do you take advantage of the aids, resources and tools that the language lab offers?	X	
6. Do the language labs sessions last enough to get a deep practical training?	X	
7. Can you notice the improvement on your fluency during the process of learning a foreign language by using the language lab?	X	

Photograph 7. Survey by student M



Photograph 8. Evidence speaking test



Photograph 9. Evidence speaking test